

PROBLEM SOLVING RUBRIC

Criteria	Exceptional (5)	Proficient (4)	Basic (3)	Developing (2)	Inadequate (1)
Problem identification	Student thoroughly identifies the problem and defines it with accuracy. Student can insightfully articulate what is relevant to the goal of the assignment.	Student thoroughly identifies the problem and defines it with accuracy. Student can competently articulate what is relevant to the goal of the assignment.	Student identifies the problem and defines with accuracy. Student can articulate what is relevant to the goal of the assignment.	Student identifies the problem and defines it, but with some errors. Student demonstrates a minimal understanding of the goal of the assignment.	Student fails to attempt to identify and define the problem. Student demonstrates little to no understanding of the goal of the assignment.
Acquisition/Data Analysis	Student collects several, high quality resources relating to the topic. Student analyzes all of the relevant data in great detail.	Student collects an adequate number of quality resources relating to the topic. Student analyzes all of the relevant data in detail.	Student collects an adequate number of quality resources. Student analyzes the relevant data.	Student collects an adequate number of quality resources. Student analyzes some of the relevant data but with limited detail or with minor errors.	Student fails to collect an adequate number of quality resources relating to the topic. Student fails to analyze data or analyzes data with major errors.
Strategies/Apply Skills	Student selects and applies highly efficient problem solving strategies to find a solution.	Student selects efficient problem solving strategies to find a solution.	Student selects and applies problem solving strategies to find a solution.	Student selects and applies inaccurate problem solving strategies to find a solution.	Student selects and applies inappropriate problem solving strategies to find a solution.
Accuracy of answer	Student correctly solves the problem with a logical and sequential written response which integrates substantial and pertinent information, important details, and concepts. Deep, thorough, insightful (sometimes creative) reflective answer given. Effective sources cited.	Student correctly solves the problem with a logical and sequential written response which integrates substantial and pertinent information, and important details, and concepts. Effective sources cited.	Student correctly solves the problem with a logical and sequential written response that integrates pertinent information, important details, and concepts. Effective sources are cited. There may be minor errors in the steps getting to the answer but the answer is correct.	Student incorrectly solves the problem. There are errors in the process used to solve the problem. Written response lacks information, important details, and concepts. Sources may not be cited.	Student incorrectly solves the problem. There are major errors in the process used to solve the problem, with steps either missing or wrong steps employed. Written response is minimal, lacking information, detail, and concepts. Sources are not cited.
Work presentation	Student presents all work in an exceptionally clear, neat, organized, and course specific manner using technology and/or a variety of resources to communicate information. All aspects of the problem are addressed and labeled correctly. No errors are present.	Student presents all work in a clear, neat, organized, and course specific manner using technology and/or a variety of resources to communicate information. All aspects of the problem are addressed and correctly labeled. No errors are present.	Student presents work in a clear, organized, and course specific manner. All aspects of the problem are addressed and correctly labeled. No errors are present.	Student presents work in a somewhat clear, organized, and course specific manner. Most aspects of the problem are addressed and labeled. Minor errors are present.	Student presents some work in an unclear, disorganized, non-course specific manner. Most aspects of the problem are not addressed and labeled. There is at least one major error in presentation of work.
Interpretation and communication of results	Student thoroughly interprets, draws logical conclusions, reflects, and clearly and confidently communicates results. Academic language is used for the appropriate audience. All aspects of the problem are addressed. No errors are present.	Student interprets and draws logical conclusions, reflects, and clearly communicates results. Academic language is used for the appropriate audience. All aspects of the problem are addressed. No errors are present.	Student interprets, draws logical conclusions, and clearly communicates results. Academic language is used for the appropriate audience. All aspects of the problem are addressed. Minor errors are present.	Student interprets and communicates results with some accuracy. Academic language is not used or communication of results is not appropriate for audience. Significant errors are present.	Student incorrectly interprets results. Results are missing or are not clearly communicated. Academic language is not used. Response is too simplistic for audience. Significant errors are present.

Creativity and Innovation, Digital Citizenship, Technology Operations and Concepts Rubric

Criteria	Exceptional (5)	Proficient (4)	Basic (3)	Developing (2)	Inadequate (1)
<p>CREATIVITY AND INNOVATION Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology</p>	<p>Student can insightfully articulate what is relevant to the goal of the assignment and define with accuracy; Apply existing knowledge to generate new ideas, products or processes Create original works as a means of personal or group expression. Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities</p>	<p>Student can completely articulate what is relevant to the goal of the assignment and define with accuracy; Apply existing knowledge to generate new ideas, products or processes Create original works as a means of personal or group expression Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities</p>	<p>Student can articulate what is relevant to the goal of the assignment, and with accuracy; Apply existing knowledge to generate new ideas, products or processes Create original works as a means of personal or group expression Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities</p>	<p>Student demonstrates a minimal understanding of the goal of the assignment and with some errors can; Apply existing knowledge to generate new ideas, products or processes Create original works as a means of personal or group expression Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities</p>	<p>Student demonstrates little or no understanding of the goal of the assignment; Incorrectly or fails to apply existing knowledge to generate new ideas, products or processes Incorrectly or fails to create original works as a means of personal or group expression Incorrectly or fails to use models and simulations to explore complex systems and issues Incorrectly or fails to identify trends and forecast possibilities</p>
<p>DIGITAL CITIZENSHIP Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior</p>	<p>Student can insightfully articulate what is relevant to the goal of the assignment and define with accuracy; Advocates and practices safe, legal and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship</p>	<p>Student can completely articulate what is relevant to the goal of the assignment and define with accuracy; Advocates and practices safe, legal and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship</p>	<p>Student can articulate what is relevant to the goal of the assignment, and with accuracy; Advocates and practices safe, legal and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship</p>	<p>Student demonstrates a minimal understanding of the goal of the assignment and with some errors can; Advocate and practice safe, legal and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship</p>	<p>Student demonstrates little or no understanding of the goal of the assignment; Incorrectly or fails to advocate and practice safe, legal and responsible use of information and technology Incorrectly or fails to exhibit a positive attitude toward using technology that supports collaboration, learning and productivity Incorrectly or fails to demonstrate personal responsibility for lifelong learning Incorrectly or fails to exhibit leadership for digital citizenship</p>
<p>TECHNOLOGY OPERATIONS AND CONCEPTS Students demonstrate a sound understanding of technology concepts, systems and operations</p>	<p>Student can insightfully articulate what is relevant to the goal of the assignment and define with accuracy; Understands and uses technology systems Selects and uses applications effectively and productively Troubleshoots systems and applications Transfers current knowledge to learning of new technologies</p>	<p>Student can completely articulate what is relevant to the goal of the assignment and define with accuracy; Understands and uses technology systems Selects and uses applications effectively and productively Troubleshoots systems and applications Transfers current knowledge to learning of new technologies</p>	<p>Student can articulate what is relevant to the goal of the assignment, and with accuracy; Understands and uses technology systems Selects and uses applications effectively and productively Troubleshoots systems and applications Transfers current knowledge to learning of new technologies</p>	<p>Student demonstrates a minimal understanding of the goal of the assignment and with some errors can; Understand and use technology systems Select and use applications effectively and productively Troubleshoot systems and applications Transfer current knowledge to learning of new technologies</p>	<p>Student demonstrates little or no understanding of the goal of the assignment; Incorrectly or fails to understand and use technology systems Incorrectly or fails to select and use applications effectively and productively Incorrectly or fails to troubleshoot systems and applications Incorrectly or fails to transfer current knowledge to learning of new technologies</p>

Oral Presentation Rubric

Criteria	Exceptional (5)	Proficient (4)	Basic (3)	Developing (2)	Inadequate (1)
Organization	pattern is clearly and consistently observable and skillful; it makes the content of the presentation cohesive.	pattern is clearly and consistently observable within the presentation.	pattern is often observable within the presentation.	pattern is intermittently observable within the presentation	pattern is not observable within the presentation.
Support	A variety of types of supporting materials make appropriate reference to information that supports the presentation on the topic.	Supporting materials make appropriate reference to information that generally supports the presentation on the topic.	Supporting materials make appropriate reference to information that usually supports the presentation on the topic.	Supporting materials make appropriate reference to information that partially supports the presentation on the topic.	There is not enough supporting materials to make reference to information that minimally supports the presentation on the topic.
Central Message	Central message is compelling (precisely stated, appropriately supported), memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is mostly clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
Physical Presence	The speaker has excellent posture with no nervous gesturing. Eye contact is constant and at level with the audience.	The speaker stands still with minimal nervous gestures. Eye contact is mostly made at level with the audience.	The speaker stands still with minimal nervous gestures. Eye contact is mostly made at level with the audience.	The speaker has numerous nervous gestures. There is some eye contact that may level with the audience.	The speaker's nervous gestures detract from the presentation. Eye contact is almost never made with the audience.
Voice/Volume	The student speaks clearly and loudly with a consistent pace that is neither too fast nor too slow. Every word is pronounced correctly and can be understood perfectly.	The student speaks clearly and loudly most of the time with a pace that is neither too fast nor too slow. Most words are pronounced correctly and can be understood.	The student speaks clearly and loudly with a mostly appropriate pace. Most words are pronounced correctly and can be understood.	The student speaks clearly and loudly some of the time with a pace that may be too fast or too slow. Several words are pronounced incorrectly and at times can cause some confusion.	The student is unclear in their speech and cannot be heard. The pace may interfere with the understanding of the information. Many words are pronounced incorrectly and cause confusion.
Delivery	The information that the speaker gives sounds polished while the speaker appears confident and relaxed.	The information that the speaker gives makes the presentation interesting and the speaker appears comfortable.	The information that the speaker gives mostly makes the presentation interesting and the speaker appears comfortable.	The information that the speaker gives makes the presentation understandable and the speaker appears tentative.	The information that the speaker gives detract from the understanding of the presentation and the speaker appears very uncomfortable.

TAHANTO REGIONAL MIDDLE/HIGH SCHOOL PERSONAL, SOCIAL, CIVIC RESPONSIBILITY RUBRIC

CRITERIA	5 EXEMPLARY	4 COMMENDABLE	3 SATISFACTORY	2 DEVELOPING	1 UNSATISFACTORY
PERSONAL RESPONSIBILITY	<p>*Always makes decisions about and take responsibility for their own behaviors, both academic and interpersonal</p>	<p>*Nearly always makes decisions about and take responsibility for their own behaviors, both academic and interpersonal</p>	<p>Usually *makes decisions about and take responsibility for their own behaviors, both academic and interpersonal</p>	<p>*Sometimes makes decisions about and take responsibility for ones' own behaviors, both academic and interpersonal</p>	<p>*Does not make decisions about and take responsibility for ones' own behaviors, both academic and interpersonal</p>
GOAL SETTING	<p>*Consistently sets and evaluates challenging personal and academic goals</p>	<p>*Sets and evaluates appropriate personal and academic goals</p>	<p>*Usually sets and evaluates personal and academic goals</p>	<p>*Sometimes sets and evaluates personal and academic goals</p>	<p>*Rarely sets and evaluates personal and academic goals</p>
SOCIAL RESPONSIBILITY	<p>*Always exhibits appropriate interpersonal behaviors</p>	<p>*Nearly always exhibits appropriate interpersonal behaviors</p>	<p>*Generally exhibits appropriate interpersonal behaviors</p>	<p>*Sometimes exhibits appropriate interpersonal behaviors</p>	<p>*Rarely exhibits appropriate interpersonal behaviors</p>
COMMUNITY INVOLVEMENT	<p>*Always engages in community activities with sustained values and helps develop plans of actions to resolve school/community problems peacefully. Understand the roles of individual in regional, national and global communities.</p>	<p>*Nearly always engages in community activities with sustained values and begins to see the advantage of developing plans of action for resolving school/community problems peacefully. Demonstrates adequate understanding of the roles of individual in regional, national and global communities.</p>	<p>*Usually engages in community activities with sustained values and considers resolving school/community problems peacefully. Demonstrates partial understanding of the roles of individual in regional, national and global communities</p>	<p>*Sometimes engages in community activities with sustained values and considers resolving school/community problems peacefully. Demonstrates a partial understanding of the roles of individual in regional, national and global communities.</p>	<p>*Rarely engages in community activities with sustained values and considers resolving school/community problems peacefully. Demonstrates no understanding of the roles of individual in regional, national and global communities.</p>
RESPECT:	<p>Always understands and respects others whose ideas, abilities or cultures are different</p>	<p>Nearly always understands and respects others whose ideas, abilities or cultures are different</p>	<p>Generally understands and respects others whose ideas, abilities or cultures are different</p>	<p>Sometimes understands and respects others whose ideas, abilities or cultures are different</p>	<p>Rarely understands and respects others whose ideas, abilities or cultures are different</p>